**Examining Government Control and Cultural Resistance through Prohibition Assessment:**

As part of our six day unit exploring government control and cultural resistance through prohibition you will participate in a role play, keep a journal of your experiences and be able to reflect upon what you’ve learned by completing a quick write upon the conclusion of the unit.

Your assessment for these tasks will be based on the following rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** | **Total Earned** |
| **ROLE PLAY** | | | | | |
| **Participation** | Actively works  with classmates to  accomplish  role play goals. Works  well, is on task,  and is a  contributing  member whose  choices  demonstrate  insight and  enhance the role play. | Works with  classmates to  accomplish  role play goals. Works  well, is mostly  on task, and is a  contributing  member whose  Choices  demonstrate  thoughtfulness and  Somewhat enhance the role play. | Works with  classmates, but relies on others to accomplish role play goals. A member whose choices  demonstrate  awareness, but do  little to enhance  role play. | Refuses to work with classmates or participate in achieving role play goals. A member whose choices  demonstrate negatively impact  role play. |  |
| **JOURNAL AND QUICK WRITE** | | | | | |
| **Neatness** | Journal or response is neatly hand-written or typed; it is clean, not wrinkled, and is easy to read with no distracting error corrections. | Journal or response is neatly hand-written or typed with 1 or 2 distracting corrections (e.g. dark cross-outs; bumpy white-out, words written over). | Journal or response writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words and/ or the journal is crumpled or slightly stained | Journal or response is unreadable or badly damaged It may have many distracting error corrections. It looks like it was done in a hurry or stored improperly. |  |
| **Organization** | Point-of-view, arguments, solutions and other proposed ideas were expressed in a clear and organized fashion. | Point-of-view, arguments, solutions and other proposed ideas were expressed in a pretty clear manner, but the organization could have been better. | Point-of-view, arguments, solutions and other proposed ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the journal entry was about. | It was very difficult to understand the  Point-of-view, ideas, and solutions proposed. |  |
| **Understanding** | Arguments, solutions and other proposed ideas clearly relate to the topic or question. It includes several supporting details and/or examples. | Arguments, solutions and other proposed ideas clearly relate to the topic or question. It provides 1-2 supporting details and/or examples | Arguments, solutions and other proposed ideas clearly relate to the topic or question. No details and/or examples are given. | Arguments, solutions and other proposed ideas little or nothing to do with the main topic. |  |
| **Connections** | The writer seems to be writing from knowledge or experience. The author has taken the ideas learned in class and made them "their own." | The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. | The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic. | The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else. |  |
| **DAILY JOURNAL CHECK** | | | | | |
| Student arrived to class with journal completed and prepared to be checked off:  \_\_ 5 days \_\_ 4 Days \_\_ 3 Days \_\_ 2 Days \_\_1 Day \_\_0 Days | | | | | |
|  |  |  |  |  | **/25** |

Developed from Rubrics at:

<http://www.sites4teachers.com/links/redirect.php?url=https://armstrong-history.wikispaces.com/file/view/I+Am+Project+Presentation+Rubric.pdf>

<http://rubistar.4teachers.org/>

**The Role Play Rules**

**What is the goal of the role play?** For students to actively engage with the historical roles and context of prohibition

**The Roles:**

* **Federal Government**- the teacher
* **Poppers**- the police force, their job is to catch anyone who has gum, when they think they know the identity of one of the players they will turn them into the Federal government
* **Undercover Popper**- same as Poppers but will not wear a badge or reveal their identity, their job is to catch anyone who has gum, when they think they know the identity of one of the players they will turn them into the Federal government
* **Candyman**- the bootlegger, their job is to "make" the gum and distribute it to the runners
* **Gum Runners**- smugglers, they get the gum form the Candyman and transport it throughout the classroom, giving it to Bubble Blowers as they need it
* **Bubble Blowers**- society in need of gum, they want to get and chew gum without getting caught, the amount of gum they need will be always be different, but the goal is to reach their quota

**The roles are distributed as follows**:

3 Candymen

3 Poppers

3 Undercover Poppers

6 Gum Runners

15 Bubble Blowers

As each student enters the classroom they will draw a role out of a hat. This will not only include their role but what their goal is for the game that day. For example, some of the roles with have daily quotas such as the amount of gum they are supposed to collect and/or chew. The game is to be played throughout the class period and while other lessons are taking place. It is important not to let the game interfere with the other class activities.

A journal will be kept for the students to reflect on their experiences throughout he game. This help the teacher assess how the student is performing and how they are relating this activity to the rest of the lesson. The journal will ask the student to answer the following questions:

1. What was your role?
2. What was your goal for the day?
3. What were the difficulties you experienced in reaching your goal?
4. What strategy did you employ to reach your goal?
5. What connections can you make between this game and what you are learning in the class activities about Prohibition?

**Journal Example**

**Name**

**Date**

**Class**

**1. What was your role?**

Today I was a "popper", a police officer

**2. What was your goal for today?**

My goal was to catch 3 people either chewing gum or with gum in their possession.

**3. What were the difficulties you experienced in reaching your goal?**

It was hard to be paying attention to the teacher and trying to catch people with gum, especially when we were not working in groups.

**4. What strategy did you employ to reach your goal?**

I tried to watch people discreetly to see if they were chewing or passing pieces of gum throughout the class. When I was suspicious of someone I would walk near them to see if I could smell the gum. This worked once and I successfully turned someone into the Feds.

**5. What connections can you make between this game and what you are learning in the class activities about Prohibition?**

All the roles in this game represent the certain people in the US at the time. There were people breaking the law by making and transporting alcohol throughout the country. I can see how it was hard for law enforcement to catch everyone doing this because I did not meet my goal for the day because there are ways for people who break the law to go unseen and not get caught.

**Quick Write Example**

**Name:**

**Date:**

**Class:**

1. **If the government prohibited sugar, just like the prohibition of gum in the role-play, what would your reaction be? Why?**

Although sugar is detrimental to our health, causing obesity and diabetes, I would rebel against the prohibition of sugar. I could probably abstain for a time, but completely prohibiting myself from sugar would cause me to want it even more. I would probably do anything to get it, even if it means smuggling or growing my own sugar cane, because it is such a necessity to people’s lives and diet

1. **In your own opinion, do you think the federal government should or should not legislate morality? Why or why not?**

It is against the law for the federal government to legislate morality, because it is against the free will and democratic rights of the American People. Federal government cannot make laws that determine what people believe is right and wrong. They cannot control our conscious. We have the right to make moral decisions on our own, without the restrictions of the federal government. I believe that Prohibition was unconstitutional, because of this fact.